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ABSTRACT

A third-party evaluation of the Texas coordinated vocational-academic education (CVAE) program was conducted in 1984-85 to determine the effectiveness of CVAE as a vocational program for meeting the needs of secondary students who are unsuccessful in traditional academic programs. A project advisory committee was established, a review of literature was undertaken, and assessment instruments were prepared. Questionnaires were sent to a sample of 191 schools with 310 Project instructional programs. The survey found that schools who were conducting CVAE for the purpose of preparing students to enroll in other vocational programs were very successful in achieving this purpose, but that the majority of the CVAE programs are not preparing students for employment in occupations for which employment opportunities exist. The study also found that support services are usually not provided for CVAE programs and that almost half of the schools are not in adherence with the purpose of CVAE as stated by the State Board of Education. It was recommended that the State Board of Education define vocational education for the disadvantaged and develop rules for its implementation. (Half of this document is an appendix containing the survey instruments and related correspondence.) (KC)

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EVALUATION OF COORDINATED
VOCATIONAL - ACADEMIC EDUCATION (CVAE)

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Sponsored Cooperatively by
Research Coordinating Unit
Department of Occupational Education and Technology
Texas Education Agency

and

North Texas State University
College of Education
Division of Occupational and Vocational Education
Denton, Texas

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EVALUATION OF COORDINATED
VOCATIONAL - ACADEMIC EDUCATION (CVAE)

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I. Introduction

A contract to evaluate Coordinated Vocational-Academic Education (hereafter referred to as CVAE) was awarded North Texas State University by the Texas Education Agency in July 1984. This contract, which was completed in June 1985, reflects a year-long cooperative effort between the Research Coordinating Unit and the University to determine the effectiveness of the CVAE program in meeting its goals and objectives.

A thorough search of the literature indicated that there were numerous programs which were designed to assist the disadvantaged learner and CVAE is one currently available to students who are able to profit from the instruction given in the program.

The Carl D. Perkins Vocational Education Act of 1984 (PL 98-524) defines the disadvantaged individual as one (other than handicapped) who has "economic or academic disadvantages and who requires special services and assistance in order to enable them to succeed in vocational education programs." The term disadvantage "includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from or who are identified as potential dropouts from, secondary school" (Section 521 [12], Public Law 98-524). Economically disadvantaged persons may include individuals whose:

- (1) family income is at or below national poverty level;
- (2) parent or guardian is unemployed;
- (3) parent or self is a recipient of public assistance.

Anyone who participates in a free lunch or reduced lunch program at the elementary or secondary levels is identified as economically disadvantaged. The same holds true for individuals at the post-secondary and adult levels who

are identified from state and federal student financial aid records. Academically disadvantaged individuals are described as:

- (1) being one or more years below grade level in achievement in 3 or more academic classes, or;
- (2) having a composite score on a standardized test indicating below grade level performance.

Those students who are enrolled in remedial programs in mathematics, English, language, arts, or reading at the secondary level, will be classified as academically disadvantaged. Academically disadvantaged students at the post-secondary and adult levels are those enrolled in remedial instruction or who are on academic probation.

The CVAE program originally consisted of two distinct components - the academic and the vocational. Both of these components were supported by specialized vocational guidance and counseling services. The academic component was specifically designed to provide instruction in the basic skill areas that were needed by each student to achieve in the vocational curriculum. The academic curriculum departed from traditional standards and was taught on an ungraded basis. Subjects needed by the student to achieve in the vocational component were adapted to the level and learning ability of the students.

The vocational component is still being conducted in accordance with standards of each respective vocational instructional program. Each program differs in standards, methods of operation and qualifications of teachers. Two CVAE vocational training alternatives are available to students at the secondary level. Cooperative education is available to students who are at least 16 years of age at the time of entry into the program. The pre-employment laboratory shop program is available to students who are at least 14 years of age at the time of entry into the program.

The coordinated vocational academic education program was initiated in

six school districts in January, 1965. At the time of its initiation the program was titled Occupational Training and its objective was to prepare potential dropouts for employment in jobs commensurate to their ability when they left school. It was designed to enable educationally disadvantaged youth to prepare for gainful employment from vocational instruction that would otherwise be beyond their reach in regular programs of vocational education. During the first years of the CVAE program, it was administered as an individual program area with a state supervisor (director) and a staff of consultants representative of agriculture, homemaking, office occupations, trade and industrial education. A continuous state-wide evaluation was made of the effectiveness of CVAE programs during the years of 1966 - 1969. Until the early 1970's the program consisted of both occupational instruction and remedial academic instruction.

In 1973, Paris Junior College contracted with the Texas Education Agency to make an "Evaluation of Coordinated Vocational-Academic Education" in the state of Texas. The purpose of this 1973 study was to gather information from the schools in which CVAE had been included, and to evaluate and organize the finding to reveal areas of strength and weakness. Administrators, vocational and academic instructors, and CVAE students in schools conducting CVAE programs provided the research data. Most vocational programs were found to be successful while the academic programs indicated weaknesses which prevented an effective total program.

In 1976, a re-evaluation of CVAE in Texas was conducted by the Educational Service Center of Region VIII. Its purpose was to study the coordinated vocational-academic education program and how it met its objectives in terms of inservice training, development and benefits of resource guides and manuals, and the academic teacher education program. In this study, administrators,

principals, counselors, and academic teachers participated as well as CVAE instructors and students. At this time, it was found that the CVAE programs were better understood and supported by faculty and students, and the teachers attributed this support to better dissemination of program information.

This 1984-85 evaluation of the CVAE programs is the first state-wide, third-party evaluation conducted since 1976. The purpose of this study was to determine the effectiveness of CVAE as a vocational program for meeting the needs of secondary students who are unsuccessful in traditional academic programs.

II. OBJECTIVES

The objectives to be achieved by this project were:

- (1) To determine the extent that CVAE programs are achieving the intended purpose of such programs.
- (2) To determine the extent to which the CVAE programs are preparing students for gainful employment.
- (3) To determine the placement/retention rate of CVAE completers in occupations for which trained.
- (4) To compare dropout rates of CVAE students with regular students.

The anticipated outcomes of these objectives include:

- (1) The extent to which the programs are achieving stated purposes and goals as set forth in the Texas State plan will be described in the comprehensive final report.
- (2) The extent to which the CVAE programs are preparing students for gainful employment will have been determined by student and employer follow-up.
- (3) A state-wide placement/retention rate of CVAE program completers by program area will be determined and reported.
- (4) The dropout rates of CVAE students will have been compared with those of disadvantaged NON-CVAE students and students in "regular" programs of vocational education.

SPECIFICATIONS

The specifications to accomplish the objectives of the project were:

- (1) Determine the purpose of CVAE programs in Texas schools; (2) determine the degree of adherence to the purpose of CVAE programs; (3) determine the percentage of CVAE programs which provide employable skill training; (4) determine the percentage of CVAE students placed in occupations for which trained; (5) compare dropout rates of CVAE students and students not enrolled in CVAE programs and suggest methods for providing for special needs students; (6) develop materials to promote equal access to vocational education and suggest ways for computer applications in applicable areas; and (7) validate all materials of the project.

III. PROCEDURES

The objectives, and specifications of the RFA served as a basis for the procedures employed in achieving the objectives of the project.

The procedure plan for achieving the objectives and the specifications stated in the RFA included four basic elements essential to completing any project. The four basic elements were:

- (a) A listing of tasks with a narrative description of activities to perform the tasks;
- (b) A management plan with a time schedule showing the beginning and ending dates of each task to be performed in the achievement of the specified objectives;
- (c) Project evaluation; and
- (d) External communications and coordination.

The tasks performed in achieving the objectives of the project were:

Task 1. Establish and Use a Project Advisory Committee.

Task 2. Conduct a Review of the Literature.

Task 3. Develop Assessment Instruments.

Task 4. Conduct Evaluation:

Task 5. Conduct Computer Analysis of Evaluation.

Task 6. Evaluate Project.

Task 7. Provide External Communications and Coordination with other Organizations and Institutions.

Task 8. Prepare and Submit Reports.

Task 1. Establish and Use a Project Advisory Committee (PAC)

In order to involve and obtain expertise from other organizations delivering vocational training to the disadvantaged, personnel of local education agencies, representatives of business/industry, and the Texas Education Agency, a Project Advisory Committee was established and used. Linkages for input to the project were essential with representatives of groups that were involved in the planning, implementation, and evaluation of the coordinated Vocational-Academic Education (CVAE) programs.

The Project Advisory Committee (PAC) members served three major roles in the project: (1) as an advisory body to the project staff in the review of all drafts of project products and sub-products; and (2) as reviewers and made recommendations for (a) items to be included on the survey forms, (b) population(s) to be surveyed, (c) finalization of the evaluation instruments and (d) content of the summary report.

The following list indicates the agencies, organizations, and institutions who were involved both directly and indirectly with the CVAE programs which were evaluated by the project and therefore whose representation on the PAC was essential:

- (1) A Texas Professional Vocational Education Organization was represented by Sandra Marvel of the Texas Vocational Administrators and Supervisory Association.
- (2) CVAE Teacher Educator was Darrell Tilton of East Texas State University.

- (3) Teacher of a CVAE program was Sue MacNelly of Brownsville ISD.
- (4) Representatives of Business/Industry who have employed CVAE students included David Dostart of Wyatt's Cafeteria; Ray Lunsford of Las Colinas Greenhouse; and Clayt Morton, Director of Training, Home and Apartment Builder's Association.
- (5) Service Delivery Area for JTPA was represented by Lloyd Webb, Director of North Texas Education and Training Coop, Inc.
- (6) The Texas Education Agency was represented by Mr. Durwin Hill, Ms. Eleanor Mikulin, and Dr. Mark Butler.
- (7) Vocational Counselor Job Placement Coordinator from Harlandale ISD was Wilma McCrury.

Each member of the PAC was selected based on: (1) their knowledge and responsibility as related to each objective to be achieved; and (2) their background and/or leadership in relation to each of the products/deliverables to be produced by the project. All members agreed upon by TEA were extended an invitation to serve on the PAC by telephone and letter. Included in the letter was a description of the project, functions of the advisory committee, and dates and location of the first meeting.

The PAC was convened for a one-day orientation meeting in Dallas on September 25, 1984 for the purpose of:

- (1) Making them aware of the project and project objectives.
- (2) Providing them a report on literature reviewed with opportunities for interaction.
- (3) Obtaining recommendations for finalization of survey procedures and the development of the survey instruments.
- (4) Describing procedures for obtaining their input.
- (5) Suggesting due dates for their inputs.
- (6) Obtaining recommendations for the validation of all materials produced by the project.

Following the orientation meeting of the advisory committee, all communications were conducted by mail or telephone. Committee members reviewed all survey forms and drafts of products and gave their recommendations on the

final copies of the surveys.

The membership of the PAC was convened again to review the results of the surveys and evaluate the project. Recommendations for the presentation of survey results were made to the project staff by the PAC members.

Task 2. Review of Literature

The review of the literature was completed for the purpose of (1) determining the state-of-the-art of CVAE programs in Texas; (2) identifying specific programs by name and code the Classification of Instructional Programs (CIP); (3) identifying Federal and State mandates and rules governing secondary programs for the disadvantaged in Texas; (4) identifying items for use on the evaluation instruments; and (5) the identification of services and activities specifically related to:

- (a) methods for providing for special needs students;
- (b) materials for promoting equal access to vocational education;
- (c) computer application in vocational guidance; and
- (d) the needs of students with limited English proficiency.

North Texas State University, experienced in training academic teachers of CVAE, has collected an extensive assortment of materials related to the Coordinated Vocational-Academic Programs. This collection of materials was supplemented with a computerized search of relevant information retrieval systems, e.g., ERIC. All materials were reviewed carefully for descriptions of other materials related to conducting CVAE programs. In addition, organizations which had done surveys or compiled information specific to vocational education for the disadvantaged were approached for obtaining information. For example, the East Texas State University Curriculum Laboratory had done extensive work in teacher training and developing materials for CVAE.

Other organizations that were approached who contributed to the literature on vocational education for special needs included: the Office of Vocational

and Adult Education of the U.S. Department of Education, the National Center for Research in Vocational Education, and the Texas Education Agency.

Within Texas the data base for vocational teacher preparation and professional improvement, which had been developed from a series of projects funded by the Texas Vocational Research Coordinating Unit, was analyzed.

Rules and regulations governing the funding of secondary vocational programs for the disadvantaged of the Texas Education Agency and the Office of Vocational and Adult Education of the U.S. Department of Education were reviewed.

Preparation of Evaluation Instruments

Evaluation instruments were developed and completed for the specific purpose of this project. A review of the literature was made in order to obtain ideas for the preparation of the evaluation instruments for the project. Developing a Large Scale Assessment Program, prepared by Frank B. Womer (1983) served as a guide to the project staff in developing the evaluation instruments.

In observing good data collection procedures, the project staff made every effort to avoid a duplication of data collection for information which was presently available from the Texas Vocational Education System (VEES) and the Vocational Education Data System (VEDS). Data collected by other related projects funded by TEA were used but not duplicated when appropriate and found valid.

The instruments provided an accurate description (status) of each of the populations being surveyed in relation to each of the four objectives of the project. The four objectives and the specifications were restated as research questions and these were observed at all times in the development of the survey instruments and the computer analysis of the responses. The research questions resulting from the restatement of the objectives were:

- (1) What are the purposes of the CVAE program as perceived by administrators, counselors, and teachers of the local schools?
- (2) To what extent are the CVAE programs achieving the intended purpose of such programs?
- (3) To what extent are the CVAE programs preparing students for gainful employment?
- (4) What is the percentage of students placed in occupations for which trained?
- (5) How do the dropout rates of CVAE students compare with the dropout rates of students not enrolled in CVAE programs?
- (6) What is the placement/retention rate of CVAE completers in occupations for which trained?
- (7) To what degree were local schools conducting CVAE programs in adherence to the purpose of CVAE programs as stated by the Texas State Plan for Vocational Education and Rules of the State Board for Vocational Education?
- (8) What variables (administration, support services, guidance and counseling, professional preparation of staff, etc.) have contributed to the effectiveness of the CVAE programs?

The development of the evaluation instruments was accomplished by developing survey items from a review of the literature. The draft survey instruments were discussed with the members of the project advisory committee and revised based on the consensus of the members. The reviewed instruments were submitted for a second review by the project advisory committee membership. A second draft of the instruments were developed and sent to the Texas Education Agency for final approval. The survey instruments were finalized based on the approval requirements of the Texas Education Agency. The survey instruments were mailed to individuals in the secondary schools which were randomly selected. Copies of the survey instruments are in Appendix A.

The project staff determined the populations to be surveyed as well as the sample sizes of these populations in order to acquire the greatest possible number of responses for the success of the project. In 1983-84, based on data from TEA, there were 1,513 vocational teacher units allocated to 367 school districts

for the purpose of conducting CVAE programs for approximately 61,000 students. It was determined that representation of each of the populations selected to respond to the survey form should be obtained from a sample of schools randomly selected from a list of all public schools conducting CVAE programs.

Based on accepted procedures for determining sample sizes, it was determined that a total of 191 schools should be surveyed. In order to obtain the best picture possible, a proportional stratification of the CVAE program by instructional area was made. As a result, 310 instructional programs in the 191 school districts were selected for the sample. The 310 instructional programs to be selected by proportional stratification are as follows:

<u>Instructional Program Area</u>	<u>Number of Programs</u>
Vocational Agriculture	13
Vocational Homemaking	43
Trade and Industrial	196
Vocational Office	52
Health Occupations	3

The instructional programs, by program area, were selected randomly using the Table of Random Numbers from Educational Research by Borg and Gall (1983).

The survey of 191 school districts was conducted during a two-month period with follow-ups being made periodically of non-respondents. The responses to the survey instruments were entered and analyzed by the computer.

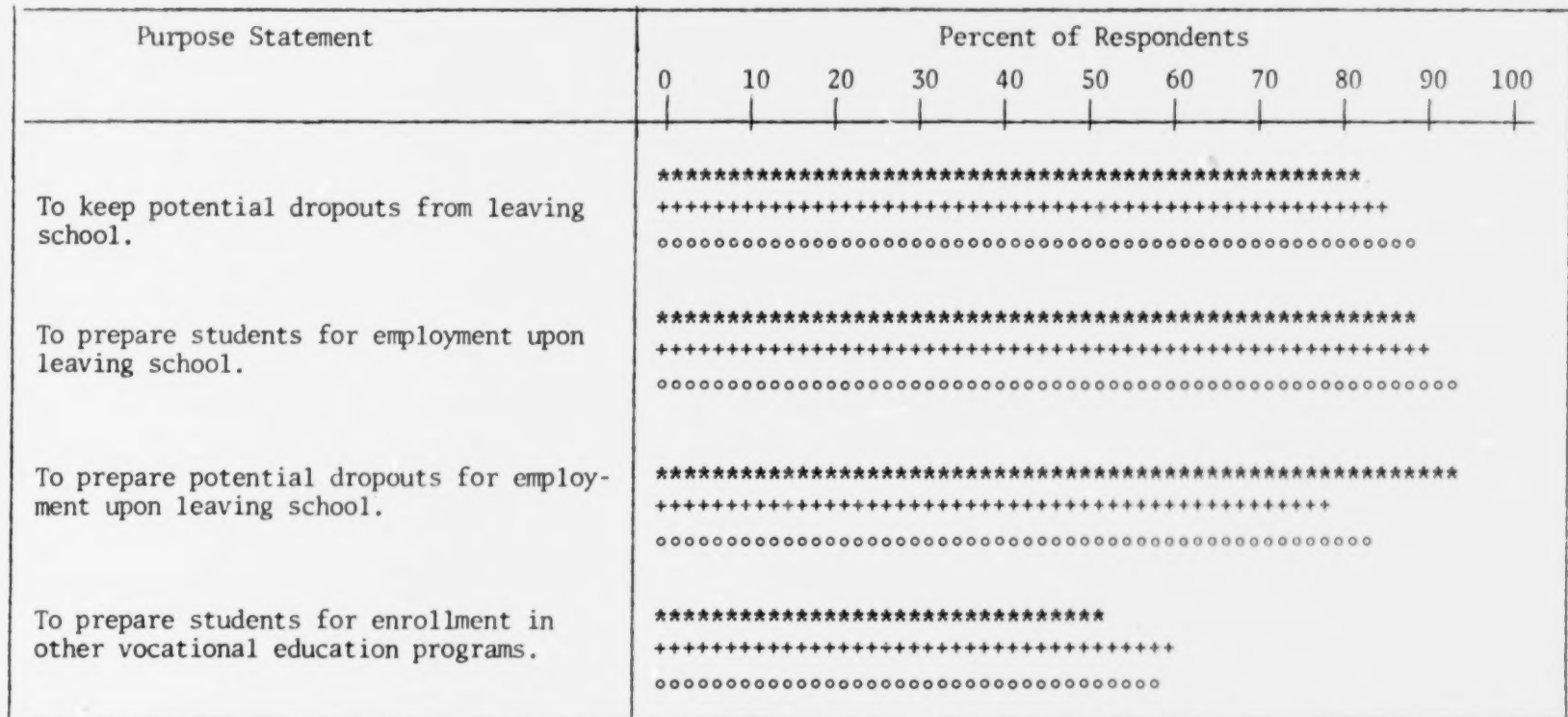
IV. RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The central purpose of this project was to determine the effectiveness of CVAE as a vocational program for meeting the needs of secondary students who are unsuccessful in traditional academic programs.

The data obtained from the surveys were analyzed and arranged in order to answer each of the eight research questions.

The purposes of the CVAE program as perceived by vocational personnel of the local school districts is presented in Table 1. It was found that a

Comparison of the Perceptions of Administrators, Counselors, and Teachers as to What Should be the Purposes of the CVAE Program



***** Administrator

+++++ Counselor

Teacher

great number of respondents felt that CVAE was a multipurpose program.

The four purposes of CVAE perceived by the respondents were reanalyzed with the combining of the two purpose statements related to preparation for employment. The results of this analysis are presented in Table 2. Based on the presentation in Table 2, fifty-five percent of the local schools feel that the purpose of a CVAE program should be to prepare students for employment.

Table 2
Combined Purposes

Statement	Is Happening		Should Be Happening	
	R	%	R	%
1. To prepare students for employment upon leaving school.	570	55.0%	648	55.0%
2. To keep potential dropouts from leaving school.	289	28.0%	321	27.0%
3. To prepare students for enrollment in other vocational education programs	174	17.0%	217	18.0%

The effectiveness of the CVAE programs by purpose is reflected in Table 3. Based on the percent of students who had completed a CVAE program and who were still in school (sixty-three and eight tenths percent of completers), the schools are achieving at a high level the perceived purpose of keeping students in school. Similarly, the schools are also doing well in the perceived purpose of preparing students for enrollment in other vocational programs. Achievement of this perceived purpose is supported by the forty-nine percent of the CVAE completers being enrolled in other vocational programs.

With only twenty-two percent of the 1983 CVAE completers being employed full time in 1985, it is apparent that there is a low degree of achievement of the CVAE purpose of preparing students for employment.

Data from Table 3 shows that fifty-five percent of the students who completed CVAE and left school were employed full time.

Table 3

1985 Status of Students Completing CVAE in 1983

<u>Status</u>	<u>Percentage of Completers</u>
Graduated from School	30.3%
Dropped out of School	2.7%
Still in School and Enrolled in Another Vocational Program.....	49.0%
Still in School and Not Enrolled in a Vocational Program.....	14.8%
Information not Reported.....	3.3%

Status of the 33.0% Leaving School

<u>Status</u>	<u>Percentage</u>
Employed Full Time.....	56.0%
Employed Part Time.....	12.0%
Continuing Education Beyond High School.....	12.0%
Unemployed.....	11.0%
Continuing Education and Employed Part Time.....	6.0%
Full-Time Homemaker.....	2.0%
Military.....	2.0%

Table 4 presents a breakdown by occupations for the CVAE program completers who were employed full time. This table shows that although Cooperative Education had only twenty-two percent of total enrollment, it ranked number one in

percentage of students employed in occupations for which trained. Food Service enrolled only one percent of the total yet was the second highest of the occupations in which students were employed.

Table 4
Comparison of Enrollment to Employment
(Ranked in Order by Numbers Trained)

Program	Percentage of Students Enrolled	Percentage of Students Employed in Occupations for Which Trained
General Mechanical Repair Occupations.....	33.0%	6.6%
Co-op.....	22.0%	46.0%
Office Occupations.....	17.0%	6.6%
General Construction Trades Occupations.....	12.0%	3.0%
Clothing Service Occupations.....	5.0%	0.0%
Agriculture/Business Occupations.....	4.0%	0.0%
Metal Trades Occupations.....	2.0%	5.0%
Building Maintenance Occupations.....	2.0%	3.0%
Home & Community Occupations.....	1.0%	2.0%
Food Service Occupations.....	1.0%	20.0%
Furniture Repair Occupations.....	0.7%	2.0%
Manufacturing Occupations.....	0.2%	0.0%
Electronics Occupations.....	0.1%	6.6%

An analysis of the employment status of students obtaining their training through Cooperative Education is presented in Table 5. Of the responding students who received CVAE Cooperative Education, sixty-seven and four tenths percent were presently employed in occupations for which trained. Only thirty-two and six tenths

percent of the students were in occupations not related to their CVAE training.

Table 9

The Employment Status of Students Receiving Their Training
in Cooperative Education

<u>Percent of Students Employed In Occupations For Which Trained</u>	<u>Percent of Students Employed In Occupations Other Than For Which Trained</u>
67.4%	32.6%

Table 6 illustrates the students' satisfaction with the CVAE programs in which they were enrolled. It was found that fifty-three percent of program completers were now working in jobs in which they received training in school. Of the students not working in related occupations, thirty and two tenths percent said they could not find work in the areas in which they were trained. Twenty-six and four tenths percent wanted to work in other types of jobs, and twenty-four and five tenths percent found better paying jobs.

Overall, seventy percent of students presently employed said the CVAE classes in which they had been enrolled had prepared them for present employment. Forty-three percent of these students reported that the CVAE training they received was great (had taught them everything they needed to know), and forty-eight percent reported they had received good training (classes had taught them almost everything they needed to know.)

A combined total of ninety-six percent indicated satisfaction with their jobs.

Table 6

Student Satisfaction with CVAE Program

		<u>Yes</u>
A.	Students presently working in job for which trained in school.....	53.0%
B.	Students not presently working in job for which trained gave the following reasons:	
	Could not find work	30.2%
	Wanted to work in another type of job.....	26.4%
	Found a better paying job.....	24.5%
	Worked in job for which trained, but changed.....	9.4%
	Other.....	9.4%
	Not well trained for job.....	0.0%
		<u>Yes</u>
C.	CVAE classes trained students for present employment.....	70.0%
D.	Extent to which CVAE trained students for employment:	
	Great.....	43.0%
	Good.....	48.0%
	Fair.....	9.0%
	Poor.....	0.0%
E.	Satisfaction with present job:	
	Extremely Satisfied.....	51.0%
	Somewhat Satisfied	45.0%
	Unsatisfied	2.0%
	Very Unsatisfied	2.0%

Table 5 illustrates the employers' satisfaction with the training the CVAE students received. Seventy-two percent of the employers rated the training of CVAE students as good. An excellent rating was given by twenty-three percent of the responding employers. Forty-two percent of the employers hired students because of CVAE training, while fifty-eight percent reported the hiring was not due to CVAE training.

In comparing CVAE students' training with other employees not receiving such training, forty-seven percent said the CVAE student was better prepared, twenty-eight percent reported they were about the same, and twenty-three percent had no basis for comparison.

Employers also identified areas in which they felt students needed more training. The majority of the employers felt students needed more training in occupational skills, in communication skills, in quality of work and in math.

Table 7

Satisfaction of Employers Regarding CVAE Training

A. Overall rating of CVAE training as it relates to requirements of students' jobs.

Excellent.....	23.0%
Good.....	72.0%
Fair.....	5.0%
Poor.....	0.0%

	<u>Yes</u>	<u>No</u>
B. Hiring due to CVAE training.	42.0%	58.0%
C. Comparison of CVAE student's preparation to other employees without such training.		

CVAE student is better prepared	47.0%
About the same.....	28.0%
CVAE student is less prepared.....	2.0%
No basis for comparison.....	23.0%

C. Areas in which more training is needed.

1. Occupational Skills.....	22.0%
2. Communication (Speaking & Literacy).....	15.0%
3. Quality of Work.....	12.0%
4. Communication (Writing & Reading).....	11.0%
5. Math.....	11.0%
6. Dependability.....	9.0%
7. Quantity of Work.....	7.0%
8. Attendance.....	6.0%
9. Punctuality.....	4.0%
10. Cooperation.....	3.0%
11. Willingness to Learn.....	0.0%

A comparison of the dropout rates of CVAE students with the dropout rates of students not enrolled in CVAE programs is found in Table 8. It was determined that the average number of school dropouts for the year, grades seven to twelve, was six and five tenths percent. The dropout rate of the 97,306 students enrolled in CVAE during the same time period was eighteen percent or 17,515 students. It can be observed that the number of dropouts of the total enrollment is significantly higher than the number of dropouts of those enrolled in CVAE.

Table 8
Dropout Rates

Grade	All Students	CVAE Students
7th	5.8%	15.0%
8th	4.9%	8.5%
9th	7.9%	20.5%
10th	8.0%	21.3%
11th	7.3%	24.0%
12th	5.1%	16.9%
Average	6.5%	18.0%

Total Enrollment: 1,371,965
 Number of Dropouts: 89,177
 CVAE Enrollment: 97,306
 Number of Dropouts: 17,515

Table 9 presents the placement/retention data of CVAE completers in occupations for which trained. Survey respondents totaling forty-five percent indicate that they are presently in the first job they have had since completing the CVAE program. A positive response from fifty-three percent of those who were surveyed, indicates that CVAE students are working in the type of job they were trained for in their high school vocational class(es).

Forty-three percent of the responding employers have CVAE employees who have been on the job for more than one year. An additional forty-two percent have employed CVAE students for six months to one year and fifteen percent of the employers employed CVAE students zero to six months.

Table 9

Placement/Retention Data

First Job Since Completing CVAE Program.....	45.0%
Some Type of Job for Which Trained.....	53.0%
Employment:	
0 - 6 months.....	15.0%
6 months - 1 year.....	42.0%
More than 1 year.....	43.0%

Each item on the surveys completed by administrators, counselors, and teachers were analyzed to identify the difference or discrepancy in what is being done now and what should be done for the improvement of the CVAE program at the local level. The perceptions of the need for improvement, by survey item, of the administrators of the CVAE programs are presented in Table 10. The items have

Table 10

DISCREPANCY INDEX AS PERCEIVED BY ADMINISTRATORS

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
16. Joint meetings between vocational educators and academic educators are held regularly to discuss CVAE program coordination.	6.52	1
26. The cooperative effort between vocational and academic education is sufficient to allow for a well coordinated CVAE instructional program.	5.39	2
19. District inservice training includes sessions in CVAE instruction and management.	4.94	3
18. CVAE instructors spend time each year working in business/industry to update training in their teaching area.	4.61	4
17. Meetings are held with parents to make them aware of program activities and student progress.	4.44	5
24. A CVAE advisory committee provides the school with information about community employment opportunities.	3.76	6
29. CVAE is well supported by remedial academic instruction.	3.71	7
42. District inservice training includes sessions which are instructive in serving the disadvantaged student.	3.37	8
37. CVAE is well supported by parents.	3.31	9
27. CVAE program offerings are based on community job availability surveys.	3.26	10
32. CVAE adequately meets the needs of its students in the district.	3.26	10
13. The vocational counselors have specified duties in regard to the CVAE program and students.	3.20	12
38. The guidance department obtains follow-up information on CVAE program completers/leavers.	3.15	13
41. CVAE program facilities are adequate.	3.15	13
15. CVAE course revisions are made using input from an advisory committee of business persons.	2.81	15
39. CVAE is well supported by the community.	2.81	15
20. CVAE instructors demonstrate that they received adequate training on how to work with their students.	2.64	17

Cont'd Table 10

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
34. The equipment in CVAE programs is comparable to that found in business and industry.	2.64	17
30. CVAE prepares potential dropouts for employment upon leaving school.	2.19	19
23. Follow-up information on program completers/leavers is compiled and used in program evaluation in the district.	2.08	20
41. The CVAE program receives adequate funds.	2.02	21
22. CVAE students are being realistically trained for existing employment opportunities.	1.74	22
31. The CVAE program adds considerably to a student's ability for job placement.	1.69	23
25. The district has written program objectives for the CVAE programs.	1.46	24
14. A course of study is available for each CVAE program area offered in the district.	1.40	25
28. The purpose of CVAE programs is to prepare students for employment upon leaving school.	1.24	26
33. The purpose of CVAE is to keep potential dropouts from leaving school.	1.12	27
36. The purpose of CVAE is to prepare students for enrollment in other vocational education programs.	1.01	28
21. CVAE programs are visited by administrators on a regular basis.	0.96	29
35. Students qualify for CVAE by being academically behind one or more years in three or more classes.	0.00	30

been arranged in descending order by degree of difference in "what is" and "what should be".

Survey statement number 16, "Joint meetings between vocational educators and academic educators are held regularly to discuss CVAE program coordination" was the survey statement for which the administrators felt there was the greatest need for change. By contrast, the administrators did not feel there should be any change in survey item 35, "Students qualify for CVAE by being academically behind one or more years in three or more classes."

The ranking of the survey items by the greatest degree of change which should occur, as perceived by counselors, is presented in Table 11. The responding counselors perceived survey item 18, "CVAE is well supported by academic teachers" as being the statement in which the greatest improvement should be made.

The six survey items or statements which were in the upper quartile of need for change were: (18) "CVAE is well supported by academic teachers"; (32) "Students receive occupational interest and aptitude tests before being placed in the CVAE program"; (31) "The job placement service of the school district is a cooperative arrangement between the school and the Texas Employment Commission"; (39) "CVAE program offerings are based on community job availability surveys"; (35) "I attend state inservice training sessions which are instructive in serving CVAE students"; and (23) "CVAE adequately meets the needs of its students in my school district."

CVAE teachers' responses to the survey items related to the improvement of the CVAE program are presented in Table 12. The CVAE teachers responding to the survey felt that the greatest need for improvement of the CVAE program was survey item number 35, "District inservice training sessions are directly applicable to my program." The need for professional preparation or improvement of CVAE vocational teachers was also emphasized by survey item number 42, "I have received adequate training in teaching strategies based on individual learning styles and abilities" which was ranked third in degree of improvement needed.

Table 11

DISCREPANCY INDEX AS PERCEIVED BY COUNSLEORS

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
18. CVAE is well supported by academic teachers.	5.28	1
32. Students receive occupational interest and aptitude tests before being placed in the CVAE program.	5.17	2
31. The job placement service of the school district is a cooperative arrangement between the school and the Texas Employment Commission.	4.49	3
39. CVAE program offerings are based on community job availability surveys.	4.03	4
35. I attend state inservice training sessions which are instructive in serving CVAE students.	3.69	5
23. CVAE adequately meets the needs of its students in my school district.	3.47	6
37. Students are placed appropriately in the CVAE program based on student employment interest in relation to program objectives.	3.41	7
19. I conduct conferences with parents of CVAE students.	3.52	8
36. CVAE is well supported by parents.	3.24	9
34. The guidance department in my school obtains follow-up information on CVAE program completers.	2.95	10
21. Students are provided information on non-traditional occupations.	2.90	11
29. I make student referrals to prospective employers.	2.73	12
33. Parent conferences include coordinated information regarding the student's academic and vocational progress.	2.56	13
17. The purpose of CVAE programs is to prepare students for employment upon graduation.	1.99	14
38. Students are placed appropriately in the CVAE program based on student employment interest in relation to program objectives.	1.99	14
30. The purpose of CVAE is to prepare students for enrollment in other vocational education programs.	1.76	16

Cont'd Table 11

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
22. I feel that the CVAE program adds considerably to a student's ability for job placement and advancement.	1.70	17
24. Counseling in my school is made available to parents/guardians of students regarding their child's vocational education career goals.	1.59	18
27. There is a need to expand the CVAE programs in the school.	1.36	19
25. The purpose of CVAE is to assist in keeping potential dropouts from leaving school.	1.31	20
20. The purpose of CVAE is to prepare potential dropouts for employment upon leaving school.	1.25	21
28. I am involved in CVAE student placement.	1.02	22
26. Students qualify for CVAE by being behind in one or more years in three or more classes.	-0.06	23
25		31

Table 12

DISCREPANCY INDEX AS PERCEIVED BY TEACHERS

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
35. District inservice training sessions are directly applicable to my program.	6.03	1
55. CVAE course revisions are made using input from an advisory committee of business persons.	6.03	1
22. The academic classes on this campus provide communication skills in a coordinated effort with CVAE classes.	5.69	2
42. I have received adequate training in teaching strategies based on individual learning styles and abilities.	5.69	2
32. Students are placed appropriately in the CVAE program based on student employment interest in relation to program objectives.	5.56	3
52. The job placement service in my district is a cooperative program between the school and the Texas Employment Commission.	5.56	3
50. I have observed CVAE student improvement in daily attendance.	5.51	4
24. The academic classes on this campus teach computation skills related to the CVAE classes.	5.10	5
44. The purpose of CVAE is to assist in keeping potential dropouts from leaving school.	5.10	5
31. Students are place appropriately in the CVAE program based on student ability and needs in relation to program objectives.	4.79	6
51. There is a need to expand the CVAE programs in our school.	4.79	6
34. District inservice training includes sessions which are instructive in serving the disadvantaged student.	4.54	7
54. The purpose of CVAE is to prepare students for enrollment in other vocational education programs.	4.54	7
33. Vocational counselors are involved in student placement in the CVAE program.	4.21	8
53. Parent conferences include coordinated information regarding the student's academic and vocational progress.	4.21	8
26. The facilities for the program are adequate.	3.92	9
46. I am aware of current local employment opportunities in the occupational area for which the students are being trained.	3.92	9

Cont'd Table 12

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
36. I am provided adequate planning time for course preparation.	3.67	10
25. The CVAE program is adequately funded.	3.28	11
45. I individualize instruction.	3.28	11
23. On this campus, students are provided remedial academic education in communication skills.	3.26	12
43. Parent/teacher conferences are held regularly for CVAE students.	3.26	12
18. Students in the CVAE program are provided remedial academic education in computation skills.	3.23	13
38. Guidance assistance is available when needed for individual behavioral adjustment.	3.23	13
27. An adequate quantity of materials and supplies are provided.	2.90	14
47. Parents of CVAE students are actively involved with the CVAE program.	2.90	14
19. The CVAE course of study is provided by the administration.	2.64	15
39. Follow-up information on program completers/leavers is compiled and used in program evaluation in the district.	2.64	15
28. The materials and supplies for the CVAE program are of high quality.	2.41	16
48. CVAE students are interested in the class content.	2.41	16
20. I personally develop the course of study in consultation with a craft advisory committee.	2.26	17
40. The CVAE program receives adequate funds.	2.56	17
17. The purpose of the CVAE program is to prepare students for employment upon graduation.	2.21	18
37. Adequate progress reports are kept on students' work experience.	2.21	18
29. The purpose of CVAE is to prepare potential dropouts for employment upon leaving school.	1.54	19

Cont'd Table 12

Survey Item Number and Statement	INDEX	RANK ORDER OF NEED
49. I have observed CVAE student progress in social skills, attitudes, and maturity.	1.54	19
21. The CVAE course of study is provided by the administration.	1.05	20
41. I have received adequate training in adapting curriculum for the disadvantaged student.	1.05	20
30. I am involved in the selection and placement of CVAE students.	0.00	21

Table 13 indicates that the majority of excess funds was used to purchase instructional supplies and teaching aids.

Table 13

Use of Excess Funds

To provide teacher aides.....	13.5%
To acquire, maintain and repair equipment.....	76.4%
To purchase teaching aids.....	80.9%
To purchase instructional supplies.....	89.9%
To provide remedial programs in:	15.7%
1. Communication Skills	16.9%
2. Computation Skills	18.0%
3. English as a Secondary Language.....	10.1%
4. Other.....	3.4%

Those who assisted students in obtaining jobs are presented in Table 14.

Based on employer responses, forty-eight percent of the students obtained employment on their own. Four percent of the students who were employed were assisted by the school placement office in obtaining employment.

Table 14

Entities Assisting CVAE Students in Obtaining Employment

Entity	Percent of Students Employed
Employment Agency.....	4.0%
Applicant Applied on Own Initiative.....	48.0%
Vocational Teacher.....	19.0%
School Placement Office.....	4.0%
Friend.....	10.0%
Employer Initiated.....	10.0%
Other.....	3.0%

Table 15 presents employer survey responses to the ways in which vocational education can improve the training of future CVAE employees. Survey responses indicated that initiative, preparation for the world of work, self-confidence, communication skills, general skills training and specialized skills training are areas perceived as most important by employers.

Table 15

Response to Question 9

Employer Survey

IN WHAT WAY CAN VOCATIONAL EDUCATION IMPROVE THE TRAINING OF FUTURE EMPLOYEES?

*General Areas for Improvement	Number of Respondents	Comments
Initiative	3	"Teach the importance of staying busy without being pushed all the time by supervisor." "Stress dedication and dependability to both the job and school." "More hours in shop."
Preparation for World of Work	4	"It prepares them for the real world." "Vocational training must teach more than a skill. It should prepare the student for the job market and teach them how to make good responsible employees." "Increase professionalism." "Voc training is the only area in school that prepares the student for a world of work such as grooming, employer/employee relations, finances, dependability and it covers all areas of 'how to' in working situations."
Self Confidence	4	"Teach them to have more confidence in their abilities and take more responsibility." "In making student feel more confident in their self." "Heavier concentration in dignity, integrity and self-esteem." "They need more confidence in themselves and a better understanding of the everyday work world."

Communication Skills	4	"To have better communication skills pertaining to writing and reading." "Have them meeting the public, dealing in public relations, counting change (most important). Using common sense." "Stress working with and supervising other people. People business is a priority." "More practice in communicating and dealing with customers."
Grooming/Hygiene	2	"Teach importance of personal hygiene and appearance." "Dress properly when applying for job and do not have friends come in together and help each other fill out application. Be polite."
Teacher/Employer Contact	2	"Continued support of students, and teacher-employer communication." "A closer working relationship between management and instructors."
General Skills Training	4	"Treat CVAE as a regular course with more emphasis on learning, instead of a way to get out of school earlier." "Training skills, dependability, quality of work, general areas of workmanship, related fields." "Teaching more skills." "The training is commendable. However, we have had employees that could not or would not use what they learned. (Student's name) does use what he has learned and is an effective employee."

Specialized Skills Training	4	"There should be courses on the oil field on permitting and lease of land." "The use of hand tools and the complete table of measurement and to have mechanical skills." "More specialized training in nursing assistant program and teaching students standards that apply to State regulations." "Ice cream manufacturing requires more on the job training. Perhaps a more detailed handbook in this area for study, or homework assignments."
General Comments	3	"As an Education Consultant for the Texas Department of Corrections, I am very interested in the CVAE program. The vocational aspect of education is the mainstay of our educational program here." "I feel that this is an excellent program for students that do not have 'college potential'. Not everyone is capable of attending a university. For those that do not, this helps them get a real 'feel or hands on' experience in the working world." "I do not know if his vocational training, in school, has anything to do with his performance for us or not, but I would like to have more employee's like him. (Student's name) has a perfect attendance record for the year 1984."

* As indicated by those employers responding to question 9 on the Employer Survey.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The responses to the survey forms were analyzed in relation to the project objectives and research questions. The major findings are as follows:

1. Of the vocational personnel responding it was found that twenty-seven percent of the respondents reported that the primary purpose of the CVAE program in their respective school should be to keep students in school.
2. Preparing students for enrollment in other vocational programs was the perceived purpose of eighteen percent of the responding vocational personnel.
3. The greatest number of responding vocational personnel, fifty-five percent, felt that the preparation of students for employment upon leaving schools should be the purpose of the CVAE program.
4. Of the students who had completed a CVAE program and had left school it was found that fifty-six percent were employed full time, twelve percent were employed part time, eleven percent were unemployed, six percent were employed part time and continuing their education part time, twelve percent were continuing their education full-time, two percent were full time homemakers, and two percent were in the military.
5. It was found that sixty-five percent of the student respondents who had completed a CVAE program were still in school. It was reported that seventy-three percent of this group of students were enrolled in another vocational program. Five percent of the students enrolled in another vocational program were working full time. Forty percent of the students enrolled in another vocational program were participating in a program of cooperative training.
6. The average dropout rate of CVAE students was eighteen percent of the total CVAE enrollment during the 1982 - 83 school year.
7. The average dropout rate for all students in the Texas public schools for the 1982 - 83 school year was six and five tenths percent.
8. Of the students who completed a CVAE program and who were out of school, twenty-two and eight tenths percent of the students were employed in the occupational field for which trained.

9. Forty-three percent of the responding students employed had been in their present job assignment for one or more years.
10. In analyzing the survey results of the support services which contributed to the effectiveness of preparing students for employment, it was found that forty-four percent of the sample schools conducted a minimum of one academic class specifically for assisting students in benefitting from the vocational instruction and twenty-one percent of the completers were assisted by the schools in obtaining employment.

Based on the review of legislative mandates, the current State Plan for Vocational Education (1985), and the State Board of Education Rules applicable to vocational instructional programs, it was found:

1. Vocational instruction offered by local schools must be for the purposes of:
 - a. Preparing students for paid or non-paid employment.
 - b. Assisting them in making informed and meaningful occupational choices; and,
 - c. Preparing them for enrollment in technical programs at the post secondary level.
2. A vocational program unit is composed of courses designed to provide instruction for preparation of individuals for employment in either a single occupation or in a related cluster of occupations.
3. Vocational instructional programs are both approved and "Sunsetted" in relation to the assessed needs of students for the program and opportunities for employment for which the instruction is provided.
4. Admission to a particular vocational curriculum (vocational program of instruction) should be determined by the assessed academic preparation of the student for achievement in the particular vocational curriculum.
5. Vocational education services and activities designed to meet the special needs of and enhance the participation of disadvantaged students shall include as a minimum:
 - a. Assessment prior to enrollment in occupational instruction.

- b. Instruction in the areas of computation, science, and communication skills which enable the students to profit from the occupational instruction;
- c. Special guidance and counseling designed to assist the student in enrolling and succeeding in a vocational curriculum and facilitating the transition of the student from school to work; and,
- d. Occupational instruction for entry into employment which has been planned and developed based on: (1) the identified needs of the students; (2) the labor market needs which are accessible to the disadvantaged in occupations for which the students are to be trained; (3) the results of the assessment of whether special modification of facilities, equipment, and instructional materials are needed; and, (4) the identified least restrictive environment accessible to the student.

Conclusions

The following conclusions were drawn from the findings:

- 1. Schools who were conducting CVAE for the purpose of preparing students to enroll in other vocational programs were very successful in achieving this purpose.
- 2. The majority of the CVAE programs are not preparing students for employment in occupations for which employment opportunities exist.
- 3. Support services such as assessment and remediation in the basic skills related to occupational instruction are not being provided by the majority of schools offering CVAE programs.
- 4. A great number (approximately forty-five percent) of the local schools are not in adherence with the purpose of CVAE as stated by State Board of Education Rule and the Texas State Plan for Vocational Education.
- 5. There is a definite need for a program designed to provide the vocational needs of disadvantaged students in the public schools of Texas.
- 6. State Board of Education Rules provide for the development, implementation, and financial assistance of vocational education, services, and activities in local schools for meeting the vocational needs of disadvantaged students.
- 7. The low degree of adherence of local schools to the purpose of programs for the disadvantaged (CVAE) as stated in State Board of Education Rules is due to the lack of State Board of Education Rules defining vocational education for the disadvantaged.

Recommendations

Based on the summary of findings and conclusions from this study the following recommendations are made for meeting the vocational needs of disadvantaged students in the public secondary schools of Texas:

1. The State Board for Education should, by Rule, define vocational education for the disadvantaged:
 - a. The purpose of vocational education for the disadvantaged;
 - b. Support services (i.e. student assessment, special vocational guidance and counseling, development of basic skills essential for achievement in the vocational curriculum, assistance in making the transition from school to work); and,
 - c. Vocational instruction
2. A single administrative unit in the Department of occupational education and technology should be created for the sole purpose of providing state leadership and technical assistance to local schools desiring to conduct vocational education for the disadvantaged.
3. A task force, composed of individuals having experience in vocational education, special education, and educational research should be used to assist the State Board in defining and developing rules for vocational education for the disadvantaged.

Appendix A



Occupational and Vocational Education
CVAE Evaluation
(817) 565-2184

February 27, 1985

Dear Administrator of Vocational Education:

North Texas State University, under contract with the Texas Education Agency, is evaluating the effectiveness of Coordinated Vocational-Academic Education (CVAE) on a state-wide basis. Employers, parents, students, administrators, counselors, and teachers are being asked to complete surveys concerning their experiences with the CVAE programs.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey, seal and return it along with all faculty surveys in the enclosed manila envelope to N.T.S.U. within one week of receipt and NO LATER than April 1, 1985.

As an administrator of vocational education, your participation will have a great impact on the improvement of vocational training for the disadvantaged students in Texas. Your answers to this questionnaire will be kept confidential. If you have any questions, please feel free to call me at (817) 565-2710 or Dr. Bill Lovelace at (817) 565-4109.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Betty Peace".

Betty Peace, Ed.D.
Project Administrator



Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas

78701

November 15, 1984

TO THE VOCATIONAL PERSON ADDRESSED:

The enclosed questionnaire is part of a study designed to evaluate the effectiveness of Coordinated Vocational-Academic Education on a statewide basis. This is not an evaluation of your local programs.

I am confident that all vocational educators recognize the need for this information in the context of improving vocational education for the disadvantaged in Texas. I hope that you will help in this effort by completing the survey form and returning it as soon as possible as provided in the instructions.

Sincerely,

Paul W. Lindsey, Associate Commissioner
for Occupational Education and Technology

PWL:dkk
Enclosure

Appendix A

INSTRUCTIONS FOR THE ADMINISTRATOR OF VOCATIONAL EDUCATION

PROCEDURES FOR DISTRIBUTING PACKET CONTENTS

At the bottom of this sheet is a list of surveys sent to you for distribution. Use this list as a means of keeping track of surveys returned to you. The following are directions to help you understand the correct distribution of surveys. Faculty and counselor surveys should be returned to you in sealed, white envelopes which are included.

- (1) The counselor survey should be given to a vocational counselor in your district or, if none, to a school guidance counselor.
- (2) The number of surveys sent for each CVAE program is given in parentheses beside the program title. Please distribute these to the appropriate CVAE vocational teachers for completion. Each vocational teacher packet includes student and parent surveys. Instructions are included to explain to each teacher the correct procedure for distributing their student and parent surveys.

When all school personnel surveys have been returned to you, place them in the metered manila envelope and return to North Texas State University.

<u>SURVEYS</u>	<u>DISTRIBUTED</u>	<u>RETURNED</u>
Administrator (1)	_____	_____
Counselor (1)	_____	_____
Teacher(s) (____ Total)	_____	_____

Appendix A
ADMINISTRATOR SURVEY

INSTRUCTIONS: PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS AS THEY RELATE TO YOUR SCHOOL BY PLACING A CHECK (✓) IN THE APPROPRIATE BLANK.

(5) 1. WHAT IS YOUR PRESENT POSITION?

- | | |
|---|---|
| ☐ 1. SUPERINTENDENT
☐ 2. VOCATIONAL DIRECTOR | ☐ 3. BUILDING PRINCIPAL
☐ 4. VOCATIONAL SUPERVISOR |
|---|---|

(6-17) 2. WHAT WAS THE PERCENTAGE OF TOTAL SCHOOL DROPOUTS, BY GRADE LEVEL, FOR THE SCHOOL YEAR 1982-83?

- | | |
|---|--|
| ☐ 1. 7TH GRADE
☐ 2. 8TH GRADE
☐ 3. 9TH GRADE | ☐ 4. 10TH GRADE
☐ 5. 11TH GRADE
☐ 6. 12TH GRADE |
|---|--|

YES NO

(18) 3. CVAE STUDENTS ARE WELL INFORMED ABOUT EMPLOYMENT OPPORTUNITIES AVAILABLE TO THEM IN THE WORLD OF WORK. _____ 1. _____ 2.

(19) 4. CVAE STUDENTS ARE WELL INFORMED ABOUT INSTRUCTIONAL OPPORTUNITIES AVAILABLE TO THEM IN VOCATIONAL EDUCATION. _____ 1. _____ 2.

(20) 5. CVAE STUDENTS ARE DISADVANTAGED IN COMMUNICATION SKILLS. _____ 1. _____ 2.

(21) 6. CVAE STUDENTS ARE DISADVANTAGED IN COMPUTATION SKILLS. _____ 1. _____ 2.

(22-23) 7. IN THE DISTRICT, CVAE IS MADE AVAILABLE TO:

- _____ 22. JUNIOR HIGH SCHOOL STUDENTS _____ 23. HIGH SCHOOL STUDENTS

(24) 8. CVAE PROGRAM OFFERINGS ARE BASED ON COMMUNITY JOB AVAILABILITY SURVEYS. _____ 1. _____ 2.

(25) 9. A CERTIFIED VOCATIONAL GUIDANCE COUNSELOR IS EMPLOYED BY THE DISTRICT. _____ 1. _____ 2.

(26) 10. I AM AWARE OF CURRENT LOCAL EMPLOYMENT OPPORTUNITIES IN MY AREA. _____ 1. _____ 2.

(27) 11. MY DISTRICT PROVIDES COORDINATED CVAE ACADEMICS. _____ 1. _____ 2.

(28-30) IF YES, IN WHICH OF THE FOLLOWING AREAS?

- _____ 1. MATH
 _____ 2. ENGLISH
 _____ 3. OTHER (SPECIFY) _____

(31-39) 12. CHECK THE WAYS IN WHICH YOUR DISTRICT USES EXCESS FUNDS FOR MEETING THE NEEDS OF CVAE STUDENTS

- _____ 1. TO PROVIDE TEACHER AIDES
 _____ 2. TO ACQUIRE, MAINTAIN, AND REPAIR EQUIPMENT
 _____ 3. TO PURCHASE INSTRUCTIONAL SUPPLIES
 _____ 4. TO PURCHASE TEACHING AIDS
 _____ 5. TO PROVIDE REMEDIAL PROGRAMS IN:
 _____ 6. COMMUNICATION SKILLS
 _____ 7. COMPUTATION SKILLS
 _____ 8. ENGLISH AS A SECONDARY LANGUAGE
 _____ 9. OTHER (SPECIFY) _____

THIS SECTION OF THE SURVEY ASKS YOU TO READ AND SELECT TWO RATINGS. THE FIRST SCALE RATES THE DEGREE TO WHICH THE STATEMENT IS HAPPENING NOW (IN YOUR PARTICULAR SITUATION). THE SECOND SCALE RATES THE DEGREE TO WHICH YOU THINK THE STATEMENT SHOULD BE OCCURRING OR HAPPENING. EACH STATEMENT WILL BE ANSWERED TWICE, ONCE IN THE FIRST COLUMN AND ONCE IN THE SECOND COLUMN.

FOR EXAMPLE, FOR THE STATEMENT:

CVAE IS WELL SUPPORTED BY ACADEMIC TEACHERS.

IF YOU THINK CVAE IS NOW SOMETIMES WELL SUPPORTED BY ACADEMIC TEACHERS, CIRCLE THE NUMBER 3 IN THE FIRST COLUMN.

IF YOU THINK CVAE SHOULD ALWAYS BE SUPPORTED BY ACADEMIC TEACHERS, CIRCLE THE NUMBER 5 IN THE SECOND COLUMN.

WHAT IS HAPPENING NOW	WHAT YOU FEEL SHOULD HAPPEN
NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5	NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5
1 2 (3) 4 5	1 2 3 4 (5)

UP (1-3)
(4) 2

- 5-6) 13. THE VOCATIONAL COUNSELORS HAVE SPECIFIED DUTIES IN REGARD TO THE CVAE PROGRAM AND STUDENTS.
- 7-8) 14. A COURSE OF STUDY IS AVAILABLE FOR EACH CVAE PROGRAM AREA OFFERED IN THE DISTRICT.
- 9-10) 15. CVAE COURSE REVISIONS ARE MADE USING INPUT FROM AN ADVISORY COMMITTEE OF BUSINESS PERSONS.
- 11-12) 16. JOINT MEETINGS BETWEEN VOCATIONAL EDUCATORS AND ACADEMIC EDUCATORS ARE HELD REGULARLY TO DISCUSS CVAE PROGRAM COORDINATION.
- 13-14) 17. MEETINGS ARE HELD WITH PARENTS TO MAKE THEM AWARE OF PROGRAM ACTIVITIES AND STUDENT PROGRESS.
- 15-16) 18. CVAE INSTRUCTORS SPEND TIME EACH YEAR WORKING IN BUSINESS/INDUSTRY TO UPDATE TRAINING IN THEIR TEACHING AREA.
- 17-18) 19. DISTRICT INSERVICE TRAINING INCLUDES SESSIONS IN CVAE INSTRUCTION AND MANAGEMENT.
- 19-20) 20. CVAE INSTRUCTORS DEMONSTRATE THAT THEY RECEIVED ADEQUATE TRAINING ON HOW TO WORK WITH THEIR STUDENTS.
- 21-22) 21. CVAE PROGRAMS ARE VISITED BY ADMINISTRATORS ON A REGULAR BASIS.
- 23-24) 22. CVAE STUDENTS ARE BEING REALISTICALLY TRAINED FOR EXISTING EMPLOYMENT OPPORTUNITIES.
- 25-26) 23. FOLLOW-UP INFORMATION ON PROGRAM COMPLETERS/LEAVERS IS COMPILED AND USED IN PROGRAM EVALUATION IN THE DISTRICT.

WHAT IS HAPPENING NOW	WHAT YOU FEEL SHOULD HAPPEN
NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5	NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5

NTSU
DR. BETTY PEACE
COLLEGE OF EDUCATION
P.O. BOX 13857
DENTON, TX 76203-9988

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

November 15, 1984

TO THE VOCATIONAL PERSON ADDRESSED:

The enclosed questionnaire is part of a study designed to evaluate the effectiveness of Coordinated Vocational-Academic Education on a statewide basis. This is not an evaluation of your local programs.

I am confident that all vocational educators recognize the need for this information in the context of improving vocational education for the disadvantaged in Texas. I hope that you will help in this effort by completing the survey form and returning it as soon as possible as provided in the instructions.

Sincerely,

Paul W. Lindsey, Associate Commissioner
for Occupational Education and Technology

PWL:dkk
Enclosure

BEST COPY AVAILABLE



Occupational and Vocational Education
CVAE Evaluation
(817) 565-2184

February 27, 1985

Dear Counselor:

North Texas State University, under contract with the Texas Education Agency, is evaluating the effectiveness of Coordinated Vocational-Academic Education (CVAE) on a state-wide basis. Employers, parents, students, administrators, counselors, and teachers are being asked to complete surveys concerning their experiences with the CVAE programs.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey, seal and return it to your administrator of vocational education as soon as possible.

As a counselor of CVAE students, your participation will have a great impact on the improvement of vocational training for the disadvantaged students in Texas. Your answers to this questionnaire will be kept confidential. If you have any questions, please feel free to call me at (817) 565-2710 or Dr. Bill Lovelace at (817) 565-4109.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Betty Peace".

Betty Peace, Ed.D.
Project Administrator

COUNSELOR SURVEY

PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS AS THEY RELATE TO YOUR SCHOOL BY PLACING A CHECK (✓) IN THE APPROPRIATE BLANK.

(6-7) 1. WHICH OF THE FOLLOWING TESTS ARE GIVEN TO STUDENTS PRIOR TO PLACEMENT IN A CVAE PROGRAM?

- ☐ 1. GATB - GENERAL APTITUDE TEST BATTERY
- ☐ 2. ASVAB - ARMED SERVICE VOCATIONAL APTITUDE BATTERY
- ☐ 3. OVIS - OHIO VOCATIONAL INTEREST SURVEY
- ☐ 4. DAT - DIFFERENTIAL APTITUDE TEST
- ☐ 5. CMI - CAREER MATURITY INVENTORY
- ☐ 6. KUDER INTEREST INVENTORY
- ☐ 7. OTHER (SPECIFY) _____

(8-9) 2. WHAT WAS THE APPROXIMATE NUMBER OF CVAE STUDENTS WITH WHOM YOU WORKED LAST YEAR? _____

(10-11) 3. WHAT WAS THE APPROXIMATE NUMBER OF CVAE STUDENTS WHICH YOU HELPED IN OBTAINING JOBS AFTER THE STUDENTS LEFT SCHOOL?

(12) 4. IN ORDER FOR A STUDENT TO ENTER A CVAE PROGRAM, HE/SHE MUST BE: (CHECK THE APPROPRIATE BLANK)

- ☐ 1. 13 YEARS OF AGE FOR CVAE LABS
- ☐ 2. 14 YEARS OF AGE BEFORE OR DURING THE SCHOOL YEAR FOR CVAE LABS
- ☐ 3. 14 YEARS OF AGE FOR CVAE LABS
- ☐ 4. 16 YEARS OF AGE TO ENTER CO-OP

YES

NO

- | | | |
|--|----------|----------|
| (13) 5. THE SCHOOL DISTRICT PROVIDES ORGANIZED JOB PLACEMENT SERVICES. | _____ 1. | _____ 2. |
| (14) 6. CVAE STUDENTS ARE WELL INFORMED ABOUT EMPLOYMENT OPPORTUNITIES AVAILABLE TO THEM IN THE WORLD OF WORK. | _____ 1. | _____ 2. |
| (15) 7. CVAE STUDENTS ARE WELL INFORMED ABOUT INSTRUCTIONAL OPPORTUNITIES AVAILABLE TO THEM IN VOCATIONAL EDUCATION. | _____ 1. | _____ 2. |
| (16) 8. THE SCHOOL PROVIDES CVAE PRE-EMPLOYMENT LABS. | _____ 1. | _____ 2. |
| (17) 9. THE SCHOOL OFFERS CVAE ACADEMIC CLASSES FOR DEVELOPMENT OF COMPUTATION SKILLS. | _____ 1. | _____ 2. |
| (18) 10. CVAE STUDENTS ARE DISADVANTAGED IN COMMUNICATION SKILLS. | _____ 1. | _____ 2. |
| (19) 11. CVAE STUDENTS ARE DISADVANTAGED IN COMPUTATION SKILLS. | _____ 1. | _____ 2. |
| (20) 12. THE SCHOOL OFFERS CVAE ACADEMIC CLASSES FOR DEVELOPMENT OF COMMUNICATION SKILLS. | _____ 1. | _____ 2. |
| (21) 13. THE SCHOOL PROVIDES A CVAE CO-OP. | _____ 1. | _____ 2. |
| (22) 14. THE SCHOOL DISTRICT EMPLOYS A CERTIFIED VOCATIONAL GUIDANCE COUNSELOR IN ITS GUIDANCE DEPARTMENT. | _____ 1. | _____ 2. |
| (23) 15. CVAE IS MADE AVAILABLE TO: | | |
| _____ 1. HIGH SCHOOL STUDENTS | | |
| _____ 2. JUNIOR HIGH SCHOOL STUDENTS | | |
| (24) 16. MY PRESENT POSITION IS: | | |
| _____ 1. COUNSELOR | | |
| _____ 2. VOCATIONAL COUNSELOR | | |

THIS SECTION OF THE SURVEY ASKS YOU TO READ AND SELECT TWO RATINGS. THE FIRST SCALE RATES THE DEGREE TO WHICH THE STATEMENT IS HAPPENING NOW (IN YOUR PARTICULAR SITUATION). THE SECOND SCALE RATES THE DEGREE TO WHICH YOU THINK THE STATEMENT SHOULD BE OCCURRING OR HAPPENING. EACH STATEMENT WILL BE ANSWERED TWICE, ONCE IN THE FIRST COLUMN AND ONCE IN THE SECOND COLUMN.

FOR EXAMPLE, FOR THE STATEMENT:

CVAE IS WELL SUPPORTED BY ACADEMIC TEACHERS.

IF YOU THINK CVAE IS NOW SOMETIMES WELL SUPPORTED BY ACADEMIC TEACHERS, CIRCLE THE NUMBER 3 IN THE FIRST COLUMN.

IF YOU THINK CVAE SHOULD ALWAYS BE SUPPORTED BY ACADEMIC TEACHERS, CIRCLE THE NUMBER 5 IN THE SECOND COLUMN.

WHAT IS HAPPENING NOW	WHAT YOU FEEL SHOULD HAPPEN
NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5	NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5
1 2 (3) 4 5	1 2 3 4 (5)

- (25-26) 17. THE PURPOSE OF CVAE PROGRAMS IS TO PREPARE STUDENTS FOR EMPLOYMENT UPON GRADUATION.
- (27-28) 18. CVAE IS WELL SUPPORTED BY ACADEMIC TEACHERS.
- (29-30) 19. I CONDUCT CONFERENCES WITH PARENTS OF CVAE STUDENTS.
- (31-32) 20. THE PURPOSE OF CVAE IS TO PREPARE POTENTIAL DROP-OUTS FOR EMPLOYMENT UPON LEAVING SCHOOL.
- (33-34) 21. STUDENTS ARE PROVIDED INFORMATION ON NON-TRADITIONAL OCCUPATIONS.
- (35-36) 22. I FEEL THAT THE CVAE PROGRAM ADDS CONSIDERABLY TO A STUDENT'S ABILITY FOR JOB PLACEMENT AND ADVANCEMENT.
- (37-38) 23. CVAE ADEQUATELY MEETS THE NEEDS OF ITS STUDENTS IN MY SCHOOL DISTRICT.
- (39-40) 24. COUNSELING IN MY SCHOOL IS MADE AVAILABLE TO PARENTS/GUARDIANS OF STUDENTS REGARDING THEIR CHILD'S VOCATIONAL EDUCATION CAREER GOALS.
- (41-42) 25. THE PURPOSE OF CVAE IS TO ASSIST IN KEEPING POTENTIAL DROPOUTS FROM LEAVING SCHOOL.
- (43-44) 26. STUDENTS QUALIFY FOR CVAE BY BEING BEHIND IN ONE OR MORE YEARS IN THREE OR MORE CLASSES.
- (45-46) 27. THERE IS A NEED TO EXPAND THE CVAE PROGRAMS IN THE SCHOOL.
- (47-48) 28. I AM INVOLVED IN CVAE STUDENT PLACEMENT.

WHAT IS HAPPENING NOW	WHAT YOU FEEL SHOULD HAPPEN
NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5	NEVER SELDOM SOMETIMES OFTEN ALWAYS 1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5

		WHAT IS HAPPENING NOW					WHAT YOU FEEL SHOULD HAPPEN				
		NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
		1	2	3	4	5	1	2	3	4	5
(49-50)	29. I MAKE STUDENT REFERRALS TO PROSPECTIVE EMPLOYERS.	1	2	3	4	5	1	2	3	4	5
(51-52)	30. THE PURPOSE OF CVAE IS TO PREPARE STUDENTS FOR ENROLLMENT IN OTHER VOCATIONAL EDUCATION PROGRAMS.	1	2	3	4	5	1	2	3	4	5
(53-54)	31. THE JOB PLACEMENT SERVICE OF THE SCHOOL DISTRICT IS A COOPERATIVE ARRANGEMENT BETWEEN THE SCHOOL AND THE TEXAS EMPLOYMENT COMMISSION.	1	2	3	4	5	1	2	3	4	5
(55-56)	32. STUDENTS RECEIVE OCCUPATIONAL INTEREST AND APTITUDE TESTS BEFORE BEING PLACED IN THE CVAE PROGRAM.	1	2	3	4	5	1	2	3	4	5
(57-58)	33. PARENT CONFERENCES INCLUDE COORDINATED INFORMATION REGARDING THE STUDENT'S ACADEMIC AND VOCATIONAL PROGRESS.	1	2	3	4	5	1	2	3	4	5
(59-60)	34. THE GUIDANCE DEPARTMENT IN MY SCHOOL OBTAINS FOLLOW-UP INFORMATION ON CVAE PROGRAM COMPLETERS.	1	2	3	4	5	1	2	3	4	5
(61-62)	35. I ATTEND STATE INSERVICE TRAINING SESSIONS WHICH ARE INSTRUCTIVE IN SERVING CVAE STUDENTS.	1	2	3	4	5	1	2	3	4	5
(63-64)	36. CVAE IS WELL SUPPORTED BY PARENTS.	1	2	3	4	5	1	2	3	4	5
(65-66)	37. STUDENTS ARE PLACED APPROPRIATELY IN THE CVAE PROGRAM BASED ON STUDENT ABILITY AND NEEDS IN RELATION TO PROGRAM OBJECTIVES.	1	2	3	4	5	1	2	3	4	5
(67-68)	38. STUDENTS ARE PLACED APPROPRIATELY IN THE CVAE PROGRAM BASED ON STUDENT EMPLOYMENT INTEREST IN RELATION TO PROGRAM OBJECTIVES.	1	2	3	4	5	1	2	3	4	5
(69-70)	39. CVAE PROGRAM OFFERINGS ARE BASED ON COMMUNITY JOB AVAILABILITY SURVEYS.	1	2	3	4	5	1	2	3	4	5

THIS SURVEY MUST BE RETURNED TO YOUR VOCATIONAL ADMINISTRATOR WHO WILL FORWARD IT TO:

NTSU
DR. BETTY PEACE
COLLEGE OF EDUCATION
P.O. BOX 13857
DENTON, TX 76203-9988

THANK YOU FOR YOUR COOPERATION

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

November 15, 1984

TO THE VOCATIONAL PERSON ADDRESSED:

The enclosed questionnaire is part of a study designed to evaluate the effectiveness of Coordinated Vocational-Academic Education on a statewide basis. This is not an evaluation of your local programs.

I am confident that all vocational educators recognize the need for this information in the context of improving vocational education for the disadvantaged in Texas. I hope that you will help in this effort by completing the survey form and returning it as soon as possible as provided in the instructions.

Sincerely,

A handwritten signature in cursive script that reads "Paul W. Lindsey".

Paul W. Lindsey, Associate Commissioner
for Occupational Education and Technology

PWL:dkk
Enclosure

BEST COPY AVAILABLE



Occupational and Vocational Education
CVAE Evaluation
(817) 565-2184

February 27, 1985

Dear CVAE Vocational Teacher:

North Texas State University, under contract with the Texas Education Agency, is evaluating the effectiveness of Coordinated Vocational-Academic Education (CVAE) on a state-wide basis. Employers, parents, students, administrators, counselors, and teachers are being asked to complete surveys concerning their experiences with the CVAE programs.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey, seal and return it to your administrator of vocational education as soon as possible. As a teacher of CVAE students, your participation will have a great impact on the improvement of vocational training for the disadvantaged students in Texas. Your answers to this questionnaire will be kept confidential.

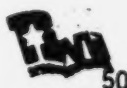
In addition, we would like to request your assistance with the distribution of three student and three parent surveys. An instruction sheet, which is attached, will explain distribution procedures. If you have any questions, please feel free to call me at (817) 565-2710 or Dr. Bill Lovelace at (817) 565-4109.

Your cooperation in this matter is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Betty Peace".

Betty Peace, Ed.D.
Project Administrator



Appendix A

PROCEDURES FOR PARTICIPATING CVAE TEACHERS DIRECTIONS FOR THE DISTRIBUTION OF STUDENT AND PARENT SURVEYS

A. PACKET CONTENTS

1. PARENT SURVEYS - (3) 1 FOR EACH CVAE STUDENT TO BE SURVEYED
 - A. STAMPED ENVELOPE FOR MAILING SURVEY TO PARENT
 - B. METERED ENVELOPE FOR PARENT TO RETURN SURVEY TO NTSU (ALREADY PLACED IN ENVELOPE)
2. STUDENT SURVEYS - (3) 1 FOR EACH STUDENT TO BE SURVEYED
 - A. STAMPED ENVELOPE FOR MAILING SURVEY TO STUDENTS
 - B. METERED ENVELOPE FOR STUDENT TO RETURN SURVEY TO NTSU (ALREADY PLACED IN STAMPED ENVELOPE)
3. INFORMATION SHEET FOR FOLLOW-UP OF STUDENT AND PARENT SURVEYS

SELECTION OF FORMER STUDENTS

1. FROM YOUR DEPARTMENTAL OR SCHOOL FILES, IDENTIFY STUDENTS WHO WERE ENROLLED IN YOUR PARTICULAR CVAE VOCATIONAL PROGRAM FOR THE 1982-83 SCHOOL YEAR.
2. DETERMINE WHICH OF THESE STUDENTS WERE IN GRADES 7 - 12 WITHIN THE 1982-83 SCHOOL YEAR. IDENTIFY 3 STUDENTS FOR WHOM YOU CAN OBTAIN CURRENT ADDRESSES.
3.
 - A. ON THE STUDENT QUESTIONNAIRE, WRITE THE STUDENT'S NAME IN THE SPACE PROVIDED.
 - B. ON EACH COVER LETTER TO THE 3 FORMER CVAE STUDENTS, WRITE THE STUDENTS' FIRST NAMES FOLLOWING "DEAR" AT THE BEGINNING OF THE LETTERS.
 - C. SIGN YOUR NAME AT THE CLOSE OF EACH LETTER. INCLUDE A BRIEF PERSONAL NOTE FROM YOU, IF APPROPRIATE.
 - D. ADDRESS ONE STAMPED, WHITE ENVELOPE TO EACH OF THESE 3 STUDENTS, ENCLOSE THE SURVEYS, THE COVER LETTERS AND MAIL.

INSTRUCTIONS FOR PARENT SURVEYS

1. SEND 1 PARENT SURVEY TO THE PARENTS OF EACH STUDENT YOU SELECTED. IN THE BLANK PROVIDED AT THE TOP OF THE PARENT SURVEY, FILL IN THE CVAE PROGRAM IN WHICH THEIR CHILD WAS ENROLLED.
2.
 - A. ON EACH COVER LETTER TO THE PARENTS, WRITE THE PARENTS' NAME FOLLOWING "DEAR" AT THE BEGINNING OF THE LETTERS. ALSO, WRITE THEIR SON/DAUGHTER'S NAME IN THE BLANK WITHIN THE LETTER FOR IDENTIFICATION.
 - B. SIGN YOUR NAME AT THE CLOSE OF EACH LETTER. INCLUDE A BRIEF PERSONAL NOTE FROM YOU, IF APPROPRIATE.
 - C. ADDRESS ONE STAMPED, WHITE ENVELOPE TO THESE PARENTS. ENCLOSE THE SURVEY, THE COVER LETTER, AND MAIL.

INFORMATION SHEET FOR FOLLOW-UP

1. PLEASE LIST THE NAMES AND ADDRESSES OF THE 3 CVAE STUDENTS RECEIVING SURVEYS AS WELL AS THE NAMES AND ADDRESSES OF THEIR PARENTS. FOLLOW-UP WILL BE CONDUCTED BY GRANT PERSONNEL.
2. PLEASE KEEP A COPY OF THE LIST OF STUDENTS AND PARENTS WHO HAVE RECEIVED SURVEYS.

INFORMATION NEEDED FOR FOLLOW-UP

INSTRUCTIONS: Please complete this form and return it with your survey to your administrator of vocational education. Grant personnel will use this information sheet for follow-up. Please return promptly.

PROGRAM: _____

Names and Addresses of CVAE students receiving surveys:

1. _____

2. _____

3. _____

Names and Addresses of parents receiving surveys:

1. _____

2. _____

3. _____

TEACHER SURVEY

INSTRUCTIONS: PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS AS THEY RELATE TO YOUR SCHOOL BY PLACING A CHECK (✓) IN THE APPROPRIATE BLANK.

(7) 1. WHAT CVAE PROGRAM DO YOU TEACH?

- | | |
|---|--|
| ☐ 1. FARM/RANCH MECHANICAL REPAIR | ☐ 8. HEALTH |
| ☐ 2. CLOTHING, APPAREL & TEXTILES | ☐ 9. HOME FURNISHINGS & EQUIPMENT |
| ☐ 3. MANAGEMENT, PRODUCTION & SERVICES | ☐ 10. MANAGEMENT, PRODUCTION & SERVICES |
| ☐ 4. GENERAL MECHANICAL REPAIR | ☐ 11. HORTICULTURE RELATED |
| ☐ 5. FURNITURE REPAIR & UPHOLSTERY | ☐ 12. OFFICE DUPLICATION PRACTICES |
| ☐ 6. GENERAL CONSTRUCTION TRADE | ☐ 13. BUILDING MAINTENANCE |
| ☐ 7. CO-OP | ☐ 14. METAL TRADES |
| ☐ 7. OTHER (SPECIFY) _____ | |

(8-19) 2. WHAT WAS THE NUMBER OF TOTAL ENROLLMENT, BY GRADE LEVEL, IN YOUR CVAE PROGRAM IN 1982-83?

☐ 7TH GRADE	☐ 9TH GRADE	☐ 11TH GRADE
☐ 8TH GRADE	☐ 10TH GRADE	☐ 12TH GRADE

(20-31) 3. OF THIS TOTAL ENROLLED IN YOUR PROGRAM IN 1982-83, WHAT WAS THE NUMBER OF DROPOUTS BY GRADE LEVEL?

☐ 7TH GRADE	☐ 9TH GRADE	☐ 11TH GRADE
☐ 8TH GRADE	☐ 10TH GRADE	☐ 12TH GRADE

(32) 4. IN ORDER FOR A STUDENT TO ENTER A CVAE PROGRAM HE/SHE MUST BE: (CHECK (✓) THE APPROPRIATE BLANK)

- | | |
|--|--|
| ☐ 1. 13 YEARS OF AGE | ☐ 3. 14 YEARS OF AGE |
| ☐ 2. 14 YEARS OF AGE BEFORE OR DURING THE SCHOOL YEAR | ☐ 4. 16 YEARS OF AGE TO ENTER CO-OP |

YES

NO

(33) 5. I HAVE HAD OCCUPATIONAL EXPERIENCE IN MY FIELD OF INSTRUCTION WITHIN THE LAST TWO YEARS.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(34) 6. IF NO TO QUESTION 5, DO YOU TEACH CVAE CO-OP?

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(35) 7. MY SCHOOL PROVIDES A CVAE PRE-EMPLOYMENT LAB.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(36) 8. MY SCHOOL PROVIDES A CVAE CO-OP.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(37) 9. I ATTEND STATE INSERVICE TRAINING SESSIONS.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(38-41) IF NO, WHY NOT?

- | |
|---|
| ☐ 1. SESSIONS UNRELATED TO TEACHING ASSIGNMENT |
| ☐ 2. NOT REQUIRED |
| ☐ 3. NOT REIMBURSED FOR EXPENSES |
| ☐ 4. NOT PART OF CONTRACT DAYS |

(42) 10. PRIOR TO TEACHING CVAE STUDENTS, I HAD AT LEAST ONE YEAR'S TEACHING EXPERIENCE AS A CERTIFIED TEACHER.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(43) 11. I CHOSE THE CVAE PROGRAM AS MY TEACHING ASSIGNMENT.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(44) 12. I PLAN TO CONTINUE TEACHING CVAE STUDENTS.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(45) 13. I AM ABLE TO SUCCESSFULLY MOTIVATE STUDENTS.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(46) 14. STUDENTS QUALIFY FOR CVAE BY BEING ACADEMICALLY BEHIND ONE OR MORE YEARS IN THREE OR MORE CLASSES.

☐ 1.	☐ 2.
-----------------------------	-----------------------------

(47) 15. MY AVERAGE CLASS SIZE IS:

☐ 1. LESS THAN 15	☐ 2. 15	☐ 3. 16	☐ 4. 17	☐ 5. 18	☐ 6. 19	☐ 7. 20+
--	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	---------------------------------

(48) 16. I CONSIDER A MANAGEABLE CLASS TO BE:

☐ 1. LESS THAN 15	☐ 2. 15	☐ 3. 16	☐ 4. 17	☐ 5. 18	☐ 6. 19	☐ 7. 20+
--	--------------------------------	--------------------------------	--------------------------------	--------------------------------	--------------------------------	---------------------------------

IF YOU THINK CVAE SHOULD ALWAYS BE SUPPORTED
BY ACADEMIC TEACHERS, CIRCLE THE NUMBER 5 IN
THE SECOND COLUMN.

WHAT IS HAPPENING NOW					WHAT YOU FEEL SHOULD HAPPEN				
NEVER	Seldom	SOMETIMES	OFTEN	ALWAYS	NEVER	Seldom	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

[illegible]

- (49-50) 17. THE PURPOSE OF THE CVAE PROGRAM IS TO PREPARE STUDENTS FOR EMPLOYMENT UPON GRADUATION.
- (51-52) 18. STUDENTS IN THE CVAE PROGRAM ARE PROVIDED REMEDIAL ACADEMIC EDUCATION IN COMPUTATION SKILLS.
- (53-54) 19. THE CVAE COURSE OF STUDY IS PROVIDED BY THE ADMINISTRATION.
- (55-56) 20. I PERSONALLY DEVELOP THE COURSE OF STUDY IN CONSULTATION WITH A CRAFT ADVISORY COMMITTEE.
- (57-58) 21. THE CVAE COURSE OF STUDY IS PURCHASED.
- (59-60) 22. THE ACADEMIC CLASSES ON THIS CAMPUS PROVIDE COMMUNICATION SKILLS IN A COORDINATED EFFORT WITH CVAE CLASSES.
- (61-62) 23. ON THIS CAMPUS, STUDENTS ARE PROVIDED REMEDIAL ACADEMIC EDUCATION IN COMMUNICATION SKILLS.
- (63-64) 24. THE ACADEMIC CLASSES ON THIS CAMPUS TEACH COMPUTATION SKILLS RELATED TO THE CVAE CLASSES.
- (65-66) 25. THE CVAE PROGRAM IS ADEQUATELY FUNDED.
- (67-68) 26. THE FACILITIES FOR THE PROGRAM ARE ADEQUATE.
- (69-70) 27. AN ADEQUATE QUANTITY OF MATERIALS AND SUPPLIES ARE PROVIDED.
- (71-72) 28. THE MATERIALS AND SUPPLIES FOR THE CVAE PROGRAM ARE OF HIGH QUALITY.
- (73-74) 29. THE PURPOSE OF CVAE IS TO PREPARE POTENTIAL DROP-OUTS FOR EMPLOYMENT UPON LEAVING SCHOOL.

- (75-76) 30. I AM INVOLVED IN THE SELECTION AND PLACEMENT OF
CVAE STUDENTS.
- (77-78) 31. STUDENTS ARE PLACED APPROPRIATELY IN THE CVAE
DUP (1-5) PROGRAM BASED ON STUDENT ABILITY AND NEEDS IN
(6) 2 RELATION TO PROGRAM OBJECTIVES.
- (7-8) 32. STUDENTS ARE PLACED APPROPRIATELY IN THE CVAE
PROGRAM BASED ON STUDENT EMPLOYMENT INTEREST IN
RELATION TO PROGRAM OBJECTIVES.
- (9-10) 33. VOCATIONAL COUNSELORS ARE INVOLVED IN STUDENT
PLACEMENT IN THE CVAE PROGRAM.
- (11-12) 34. DISTRICT INSERVICE TRAINING INCLUDES SESSIONS
WHICH ARE INSTRUCTIVE IN SERVING THE DISADVANTAGED
STUDENT.
- (13-14) 35. DISTRICT INSERVICE TRAINING SESSIONS ARE DIRECTLY
APPLICABLE TO MY PROGRAM.
- (15-16) 36. I AM PROVIDED ADEQUATE PLANNING TIME FOR COURSE
PREPARATION.
- (17-18) 37. ADEQUATE PROGRESS REPORTS ARE KEPT ON STUDENTS'
WORK EXPERIENCE.
- (19-20) 38. GUIDANCE ASSISTANCE IS AVAILABLE WHEN NEEDED FOR
INDIVIDUAL BEHAVIORAL ADJUSTMENTS.
- (21-22) 39. FOLLOW-UP INFORMATION ON PROGRAM COMPLETERS/
LEAVERS IS COMPILED AND USED IN PROGRAM EVALUATION
IN THE DISTRICT.
- (23-24) 40. THE CVAE PROGRAM RECEIVES ADEQUATE FUNDS.
- (25-26) 41. I HAVE RECEIVED ADEQUATE TRAINING IN ADAPTING CUR-
RICULUM FOR THE DISADVANTAGED STUDENT.
- (27-28) 42. I HAVE RECEIVED ADEQUATE TRAINING IN TEACHING
STRATEGIES BASED ON INDIVIDUAL LEARNING STYLES
AND ABILITIES.
- (29-30) 43. PARENT/TEACHER CONFERENCES ARE HELD REGULARLY FOR
CVAE STUDENTS.
- (31-32) 44. THE PURPOSE OF CVAE IS TO ASSIST IN KEEPING POTEN-
TIAL DROPOUTS FROM LEAVING SCHOOL.
- (33-34) 45. I INDIVIDUALIZE INSTRUCTION.
- (35-36) 46. I AM AWARE OF CURRENT LOCAL EMPLOYMENT OPPORTUNI-
TIES IN THE OCCUPATIONAL AREA FOR WHICH THE
STUDENTS ARE BEING TRAINED.
- (37-38) 47. PARENTS OF CVAE STUDENTS ARE ACTIVELY INVOLVED
WITH THE CVAE PROGRAM.
- (39-40) 48. CVAE STUDENTS ARE INTERESTED IN THE CLASS CONTENT.

WHAT IS HAPPENING NOW					WHAT YOU FEEL SHOULD HAPPEN				
NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

- (41-42) 49. I HAVE OBSERVED CVAE STUDENT PROGRESS IN SOCIAL SKILLS, ATTITUDES, AND MATURITY.
- (43-44) 50. I HAVE OBSERVED CVAE STUDENT IMPROVEMENT IN DAILY ATTENDANCE.
- (45-46) 51. THERE IS A NEED TO EXPAND THE CVAE PROGRAMS IN OUR SCHOOL.
- (47-48) 52. THE JOB PLACEMENT SERVICE IN MY DISTRICT IS A COOPERATIVE PROGRAM BETWEEN THE SCHOOL AND THE TEXAS EMPLOYMENT COMMISSION.
- (49-50) 53. PARENT CONFERENCES INCLUDE COORDINATED INFORMATION REGARDING THE STUDENT'S ACADEMIC AND VOCATIONAL PROGRESS.
- (51-52) 54. THE PURPOSE OF CVAE IS TO PREPARE STUDENTS FOR ENROLLMENT IN OTHER VOCATIONAL EDUCATION PROGRAMS.
- (53-54) 55. CVAE COURSE REVISIONS ARE MADE USING INPUT FROM AN ADVISORY COMMITTEE OF BUSINESS PERSONS.

THIS SURVEY MUST BE RETURNED TO YOUR VOCATIONAL ADMINISTRATOR WHO WILL FORWARD IT TO:

NTSU
DR. BETTY PEACE
COLLEGE OF EDUCATION
P.O. BOX 13857
DENTON, TX 76203-9988

WHAT IS HAPPENING NOW					WHAT YOU FEEL SHOULD HAPPEN				
NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS	NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

Appendix A

February 27, 1985

Dear _____:

North Texas State University, under contract with the Texas Education Agency, is evaluating the effectiveness of Coordinated Vocational-Academic Education (CVAE) on a state-wide basis. Employers, parents, students, counselors, administrators, and teachers are being asked to complete surveys concerning their experiences with the CVAE programs.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey and return it in the enclosed postage-paid envelope by April 1, 1985.

As a former CVAE student, your participation will have a great impact on the improvement of vocational training for students in Texas. Your answers to this questionnaire will be kept confidential.

Thank you for your cooperation.

Sincerely,

CVAE Vocational Teacher

STUDENT SURVEY

INSTRUCTIONS: PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK (✓) NEXT TO THE ANSWER WHICH IS TRUE OR MOST NEARLY TRUE FOR YOU. BE SURE TO ANSWER ALL QUESTIONS.

NAME _____ (6) _____ 1. MALE _____ 2. FEMALE

(7) 1. WHAT RACE ARE YOU?

_____ 1. AMERICAN INDIAN _____ 2. BLACK _____ 3. ASIAN _____ 4. HISPANIC _____ 5. WHITE

(8) 2. PLEASE CHECK YOUR PRESENT SCHOOL STATUS.

- _____ 1. GRADUATED
 _____ 2. LEFT SCHOOL, DID NOT GRADUATE
 _____ 3. LEFT SCHOOL, BUT RECEIVED GED
 _____ 4. STILL IN SCHOOL, BUT IN ANOTHER VOCATIONAL PROGRAM
 _____ 5. STILL IN SCHOOL, BUT NOT IN A VOCATIONAL PROGRAM

(9-22) 3. CHECK THE CVAE CLASS IN WHICH YOU WERE LAST ENROLLED. (PLEASE CHECK ONLY ONE)

- | | |
|--|---------------------------------|
| _____ 1. FARM/RANCH MECHANICS | _____ 8. HORTICULTURE |
| _____ 2. HEALTH | _____ 9. FOOD SERVICE |
| _____ 3. CLOTHING SERVICE | _____ 10. OFFICE |
| _____ 4. HOME & COMMUNITY SERVICE | _____ 11. CO-OP |
| _____ 5. MECHANICAL REPAIR | _____ 12. CONSTRUCTION |
| _____ 6. BUILDING MAINTENANCE | _____ 13. METAL TRADES |
| _____ 7. FURNITURE REPAIR & UPHOLSTERY | _____ 14. OTHER (SPECIFY) _____ |

(23) 4. HOW LONG WERE YOU ENROLLED IN THIS CVAE PROGRAM?

_____ 1. 1 YEAR _____ 2. 2 YEARS _____ 3. 3 YEARS _____ 4. 4 YEARS

(24) 5. HOW DID YOU LEARN ABOUT THE CVAE PROGRAMS OFFERED IN YOUR SCHOOL?

- | | | |
|------------------------|--------------------|-----------------------|
| _____ 1. TEACHER | _____ 3. COUNSELOR | _____ 5. FAMILY |
| _____ 2. ADMINISTRATOR | _____ 4. FRIENDS | _____ 6. CVAE STUDENT |

(25-32) 6. PLEASE CHECK THE AREAS IN WHICH YOU FEEL YOU NEED MORE TRAINING.

- | | | |
|----------------------|---------------------------|------------------------------|
| _____ 1. MATH | _____ 4. BEING DEPENDABLE | _____ 7. WILLINGNESS TO WORK |
| _____ 2. JOB SKILLS | _____ 5. ENGLISH | _____ 8. QUALITY OF WORK |
| _____ 3. COOPERATION | _____ 6. BEING ON TIME | _____ 9. QUANTITY OF WORK |

(34) 7. WOULD YOU TELL YOUR FRIENDS OR MEMBERS OF YOUR FAMILY TO TAKE CVAE?

_____ 1. YES _____ 2. NO

(35-44) 8. IF YOU DID NOT GRADUATE FROM HIGH SCHOOL, PLEASE CHECK THE REASONS:

- | | |
|---|---|
| _____ 1. ATTENDANCE PROBLEM | _____ 6. DIDN'T LIKE SCHOOL |
| _____ 2. PERSONAL/FAMILY ILLNESS OR INJURY | _____ 7. MOVED |
| _____ 3. GRADE PROBLEMS | _____ 8. MONEY PROBLEMS |
| _____ 4. FOUND JOB RELATED TO THE VOCATIONAL CLASS(ES) COMPLETED IN HIGH SCHOOL | _____ 9. RESPONSIBILITY FOR CARING FOR CHILDREN |
| _____ 5. TRANSPORTATION PROBLEMS | _____ 10. OTHER (PLEASE SPECIFY) _____ |

(45) 9. CHECK ONE OF THE BELOW THAT BEST DESCRIBES YOUR PRESENT STATUS:

- | | |
|---|---|
| _____ 1. EMPLOYED FULL-TIME | _____ 5. MILITARY |
| _____ 2. EMPLOYED PART-TIME | _____ 6. CONTINUING EDUCATION FULL-TIME |
| _____ 3. PART-TIME EMPLOYMENT/PART-TIME EDUCATION | _____ 7. FULL-TIME HOMEMAKER |
| _____ 4. UNEMPLOYED | |

10. (A) WHAT IS YOUR JOB? _____
 (B) NAME OF YOUR BOSS: _____
 (C) NAME OF YOUR COMPANY: _____
 (D) COMPANY MAILING ADDRESS: _____
 _____ (CITY) _____ (STATE) _____ (ZIP CODE)

 1. YES 2. NO

_____ 1. YES _____ 2. NO

1. NOT WELL TRAINED FOR JOB
2. WANTED TO WORK IN ANOTHER TYPE OF JOB
3. FOUND A BETTER PAYING JOB
4. OTHER (PLEASE DESCRIBE) _____

5. COULD NOT FIND WORK
6. WORKED AWHILE IN THE TYPE OF JOB FOR WHICH I WAS TRAINED, BUT CHANGED

_____ 1. YES _____ 2. NO

1. GREAT (THE VOCATIONAL CLASSES TAUGHT ME EVERYTHING I NEEDED TO KNOW)
2. GOOD (THE VOCATIONAL CLASSES TAUGHT ME ALMOST EVERYTHING I NEEDED TO KNOW)
3. FAIR (THE VOCATIONAL CLASSES TAUGHT ME SOME OF THE THINGS I NEEDED TO KNOW)
4. POOR (THE VOCATIONAL CLASSES DID NOT TEACH ME ANY OF THE THINGS I NEEDED TO KNOW)

1. LESS THAN \$100 A WEEK
2. BETWEEN \$101 - \$200 A WEEK
3. BETWEEN \$201 - \$300 A WEEK
4. AT LEAST \$301 A WEEK

_____ 1. EXTREMELY SATISFIED
_____ 2. SOMEWHAT SATISFIED
_____ 3. UNSATISFIED
_____ 4. VERY UNSATISFIED

59

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February 27, 1985

Dear _____:

North Texas State University, under contract with the Texas Education Agency, is evaluating the effectiveness of Coordinated Vocational-Academic Education (CVAE) on a state-wide basis. Employers, parents, students, administrators, counselors, and teachers are being asked to complete surveys concerning their experiences with the CVAE programs.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey and return it in the enclosed postage-paid envelope by April 1, 1985.

As the parent of _____, your participation will have a great impact on the improvement of vocational training for students in Texas. Your answers to this questionnaire will be kept confidential.

Thank you for your cooperation.

Sincerely,

CVAE Vocational Teacher

PARENT SURVEY

YOUR CHILD WAS ENROLLED IN THE _____ CVAE PROGRAM.

INSTRUCTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS BY PLACING A CHECK MARK (✓) IN THE APPROPRIATE BLANK FOLLOWING EACH QUESTION.

- (6) 1. HOW MANY TIMES DURING THE YEAR DID YOU TALK TO COUNSELORS AND TEACHERS ABOUT YOUR SON OR DAUGHTER'S CVAE PROGRAM?
 _____ 1. 6 OR MORE TIMES _____ 2. 3 - 5 TIMES _____ 3. 1 - 2 TIMES _____ 4. NEVER
- (7) 2. DO YOU THINK THAT THE JOB SKILLS YOUR SON/DAUGHTER LEARNED IN SCHOOL ARE HELPFUL TO HIM OR HER?
 _____ 1. YES _____ 2. NO
- (8) 3. DID YOUR SON/DAUGHTER LEARN ENOUGH MATH SKILLS? YES NO DON'T KNOW
 1. _____ 2. _____ 3. _____
- (9) 4. DID YOUR SON/DAUGHTER LEARN ENOUGH ENGLISH SKILLS? 1. _____ 2. _____ 3. _____
- (10-19) 5. PLEASE CHECK (✓) THE AREAS IN WHICH YOUR SON/DAUGHTER NEEDS IMPROVEMENT.
 _____ 1. COOPERATION _____ 5. QUALITY OF WORK _____ 8. MATH
 _____ 2. JOB SKILLS _____ 6. DEPENDABILITY _____ 9. ATTENDANCE
 _____ 3. ENGLISH _____ 7. QUANTITY OF WORK _____ 10. PUNCTUALITY
 _____ 4. WILLINGNESS TO WORK
- (20) 6. DO YOU THINK THE TRAINING YOUR SON/DAUGHTER RECEIVED IN SCHOOL WILL HELP HIM OR HER GET A JOB?
 _____ 1. YES _____ 2. NO
-
 ANSWER QUESTIONS 7 THROUGH 13 ONLY IF YOUR SON/DAUGHTER HAS LEFT SCHOOL

- (21) 7. DID YOUR SON/DAUGHTER GRADUATE? (22) 8. DOES HE/SHE HAVE A JOB?
 _____ 1. YES _____ 2. NO _____ 1. YES _____ 2. NO
- (23) 9. IF YOUR SON/DAUGHTER IS WORKING, WHO HELPED HIM/HER GET A JOB?
 _____ 1. EMPLOYMENT AGENCY _____ 4. SCHOOL JOB PLACEMENT OFFICE
 _____ 2. HE/SHE GOT A JOB ON HIS/HER OWN _____ 5. FRIEND
 _____ 3. VOCATIONAL TEACHER _____ 6. OTHER (DESCRIBE) _____
- (24) 10. IF YOUR SON/DAUGHTER DOES NOT HAVE A JOB, IS HE OR SHE LOOKING FOR A JOB?
 _____ 1. YES _____ 2. NO
- (25) 11. IF YOUR SON/DAUGHTER IS LOOKING FOR A JOB, HOW MANY INTERVIEWS HAS HE/SHE HAD?
 _____ 1. 1 - 5 INTERVIEWS _____ 2. MORE THAN 5 INTERVIEWS
- (26) 12. IF YOUR SON/DAUGHTER HAS NOT FOUND A JOB, WHAT DO YOU FEEL IS THE BIGGEST PROBLEM?
 _____ 1. POOR TRAINING _____ 4. IN THE MILITARY
 _____ 2. BAD HEALTH _____ 5. OTHER (SPECIFY) _____
 _____ 3. NO JOBS IN TRAINING FIELD
- (27) 13. HOW GOOD WAS THE CVAE TRAINING YOUR SON/DAUGHTER RECEIVED IN SCHOOL?
 _____ 1. EXCELLENT _____ 2. GOOD _____ 3. FAIR _____ 4. POOR

THIS SURVEY MUST BE RETURNED TO NTSU

Appendix A



Occupational and Vocational Education
CVAE Evaluation
(817) 565-2184

North Texas State University, under contract with the Texas Education Agency, is evaluating the effectiveness of Coordinated Vocational-Academic Education (CVAE) on a state-wide basis. Employers, parents, students, administrators, counselors, and teachers are being asked to complete surveys concerning their experiences with the CVAE programs.

This survey can be completed in a very short time. Please take a few minutes to fill out the survey and return it in the enclosed postage-paid envelope within one week after receipt.

As an employer of CVAE students, your participation will have a great impact on the improvement of vocational training for the disadvantaged students in Texas. Your answers to this questionnaire will be kept confidential. If you have any questions, please feel free to call me at (817)565-2710 or Dr. Bill Lovelace at (817) 565-4109.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Betty Peace".

Betty Peace, Ed.D.
Project Administrator



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COLLEGE OF EDUCATION
P.O. BOX 13857 DENTON, TEXAS 76203-3857
(817) 565-2093

EMPLOYER SURVEY

NAME OF STUDENT _____

NAME OF BUSINESS _____

INSTRUCTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS OR STATEMENTS AS THEY PERTAIN TO THE STUDENT MENTIONED ABOVE. PLACE A CHECK MARK (✓) IN THE APPROPRIATE BLANK.

(6-7) 1. TYPE OF BUSINESS:

- | | | |
|--|---|--|
| ☐ 1. MANUFACTURING | ☐ 6. CUSTODIAL/HOUSEKEEPING SERVICES | ☐ 10. FURNITURE REPAIR & UPHOLSTERY |
| ☐ 2. FOOD SERVICE | ☐ 7. CONSTRUCTION | ☐ 11. OFFICE |
| ☐ 3. BUILDING MAINTENANCE | ☐ 8. MECHANICAL REPAIR | ☐ 12. AGRICULTURE/BUSINESS |
| ☐ 4. LAUNDRY | ☐ 9. ELECTRONICS | ☐ 13. OTHER _____ |
| ☐ 5. METAL TRADES | | |

(8) 2. WHAT IS YOUR OVERALL RATING OF THE VOCATIONAL TRAINING RECEIVED BY THE CVAE STUDENT AS IT RELATES TO THE REQUIREMENTS OF HIS/HER JOB?

- ☐ 1. EXCELLENT ☐ 2. GOOD ☐ 3. FAIR ☐ 4. POOR

(9-19) 3. PLEASE INDICATE THE AREA(S) IN WHICH THE CVAE STUDENT NEEDS MORE TRAINING:

- | | |
|--|--|
| ☐ 9. MATH | ☐ 14. COMMUNICATION (SPEAKING & LITERACY) |
| ☐ 10. OCCUPATIONAL SKILLS | ☐ 15. COMMUNICATION (WRITING & READING) |
| ☐ 11. QUANTITY OF WORK | ☐ 16. QUALITY OF WORK |
| ☐ 12. DEPENDABILITY | ☐ 17. WILLINGNESS TO LEARN |
| ☐ 13. PUNCTUALITY | ☐ 18. COOPERATION |
| | ☐ 19. ATTENDANCE |

(20) 4. WAS THE CVAE STUDENT HIRED BECAUSE OF HIS/HER CVAE TRAINING?

- ☐ 1. YES ☐ 2. NO

(21) 5. AS A RESULT OF THE CVAE STUDENT'S HIGH SCHOOL TRAINING, HOW WOULD YOU RATE HIS/HER PREPARATION IN RELATION TO OTHER EMPLOYEES WITHOUT SUCH TRAINING?

- ☐ 1. CVAE STUDENT IS BETTER PREPARED
☐ 2. ABOUT THE SAME
☐ 3. CVAE STUDENT IS LESS PREPARED
☐ 4. NO BASIS FOR COMPARISON

(22) 6. WHAT WAS THE PRIMARY SOURCE FOR THE INITIAL HIRING OF THE CVAE STUDENT?

- | | |
|--|---|
| ☐ 1. EMPLOYER INITIATED | ☐ 5. EMPLOYMENT AGENCY |
| ☐ 2. VOCATIONAL TEACHER | ☐ 6. SCHOOL PLACEMENT OFFICER |
| ☐ 3. MUTUAL ACQUAINTANCE | ☐ 7. APPLICANT APPLIED ON OWN INITIATIVE |
| ☐ 4. OTHER (DESCRIBE) _____ | |

(23-24) 7. WHAT, IN YOUR OPINION, ARE THE EMPLOYMENT OPPORTUNITIES WITHIN YOUR COMMUNITY FOR THIS PARTICULAR OCCUPATIONAL AREA? (PLEASE CHECK ONE IN EACH COLUMN).

PRESENTFUTURE

- ☐ 1. EXCELLENT
☐ 2. GOOD
☐ 3. FAIR
☐ 4. POOR

- ☐ 1. EXCELLENT
☐ 2. GOOD
☐ 3. FAIR
☐ 4. POOR

(25) 8. HOW LONG HAS THIS STUDENT BEEN WORKING FOR YOU?

- ☐ 1. 0 - 6 MONTHS ☐ 2. 6 MONTHS - 1 YEAR ☐ 3. MORE THAN 1 YEAR

9. IN WHAT WAY CAN VOCATIONAL EDUCATION IMPROVE THE TRAINING OF FUTURE EMPLOYEES?

THIS SURVEY MUST BE RETURNED TO NTSU